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ABSTRACT

This curriculum guide is prepared for the Aerospace Education III series publication entitled "The Defense of the United States." The guide provides guidelines for each chapter in the textbook as well as general objectives for the complete course. The organization for each chapter includes objectives, behavioral objectives, suggested outline, orientation, suggested key points, instructional aids, projects, and further reading. Page references corresponding to the textbook are given where appropriate. (PS)

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SEPTEMBER 1973

AE-III

INSTRUCTIONAL UNIT V

THE DEFENSE OF THE UNITED STATES

PREPARED UNDER
THE DIRECTION OF
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SE 017 457

SEPTEMBER 1973

INSTRUCTIONAL UNIT V

THE DEFENSE OF THE UNITED STATES

INSTRUCTIONAL UNIT OBJECTIVES: At the end of this unit of instruction, each student should--

a. Be familiar with the general historical development of American military policy.

b. Understand the effect that technological advancements have had on the conduct of war.

c. Understand the constitutional provisions for national defense and how they are implemented through the legislative and executive branches of Government.

d. Understand the reasons for the different method of waging war in Korea and Vietnam.

e. Be familiar with the missions and capabilities of the US Army, Navy, and Marine Forces.

PHASES IN INSTRUCTIONAL UNIT V:

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PHASE I - FROM THE FOUNDING THROUGH THE CIVIL WAR

Phase I of this unit presents a brief history of United States military policy, military forces, and military technology from the colonial period through the Civil War. A traditional distrust of a large standing army and a national policy of isolationism greatly influenced American military development from its inception, beginning a long history of precipitous postbellum troop reductions. United States foreign policy, guided by the Monroe Doctrine and a spirit of "manifest destiny," remained focused on the Western Hemisphere, eventually erupting in the Mexican War (1846-1848). Phase I concludes on an important turning point in American political and military history: the technological innovations of the Civil War, much like the Crimean War (1854-1856) in Europe, introduced a new, modern, and extremely deadly era of warfare.

1. PHASE I OBJECTIVES: At the end of this phase of instruction each student should--

   a. Understand the development of American foreign policy, especially isolationism, the Monroe Doctrine, Manifest Destiny, and the influence these concepts had on the history of the U. S. military.

   b. Know some of the strengths and weaknesses of the forces that defended the United States from its beginning through the Civil War.

   c. Know some of the difficulties encountered by the Government in maintaining an adequate level of military recruitment.

   d. Be familiar with the history of American involvement in war during the initial stages of our national development and the successive advances in military technology resulting from these conflicts.

2. BEHAVIORAL OBJECTIVES: At the end of this phase of instruction each student should be able to--

   a. Explain how geographic, international, and political contingencies helped shape American military policies.

   b. List at least four major deficiencies of the first U. S. Armed Force.

   c. Outline the growth of the United States Army and Navy, indicating changes in manning strength and technology with each successive conflict.

d. Explain the basic concepts included in the Monroe Doctrine and "Manifest Destiny".

e. Identify at least four leaders other than U. S. presidents who had an effect on American technology and policy from the Revolution through the Civil War. Explain their accomplishments.

3. SUGGESTED OUTLINE:

a. The foundations of the American Defense Establishment
   (1) Policy foundations
   (2) Colonial forces
b. The American Revolution, 1775-1783
   (1) Military Policy
   (2) Military Forces
   (3) Early technology
c. Post Revolutionary through the War of 1812 Developments
   (1) Policy
   (2) Military Forces
d. The Monroe Doctrine and Manifest Destiny
   (1) Developments leading to foreign policy
   (2) The Mexican War, 1846-1848
      (a) Military policy
      (b) Military forces
      (c) Technological advances during and after the war.
e. The Civil War 1861-1865
   (1) Military policy
   (2) Military Forces
   (3) Military technological developments

4. ORIENTATION:

Unit V is essentially a study of the history of the American Armed Forces and a closer look at the present structure of the Defense Establishment. Phase I of the unit is important not only because it discusses the early history of the military, but also because it lays the foundation for many practices that characterized the military throughout its history. As the student learns how foreign policy influenced the development of the Defense Establishment from the beginning, he will better appreciate the significant interconnection between America's position in international relations and her military posture in general. Nevertheless, recognition of the importance of a strong armed force did not come immediately; real prominence was only achieved after the advance in manpower and technology of the Civil War.

5. SUGGESTED KEY POINTS:

a. American foreign policy has always played a role in shaping military concepts and doctrines. From its inception, American military policy has been influenced by a national distrust of a large standing army and a recurrent policy of isolationism. These two factors were largely a product of our English heritage and our geographic security. Starting a tradition of postwar disarmanent, the Government maintained no permanent army after the close of the Revolution. American foreign policy after 1823 was largely guided by the Monroe Doctrine and the concept of Manifest Destiny. With British backing, America barricaded European nations from trying to seize former colonies in the Western Hemisphere. The United States thus assumed a greater military role in the Hemisphere, and a belief--almost a crusading faith--emerged that inevitably American democracy and ideals would engulf the whole of America. This aggressive attitude eventually exploded into the Mexican War, 1846-1848.

*** (V-9136 pp 3, 13-15

b. Early American fighting forces were plagued by a number of inherent weaknesses but nevertheless had great ability in certain areas. Following the English tradition, the first American fighting man, a member of the colonial militia, was expected to provide his own weapon and supplies for short expeditions although fortunately local authorities would collect muskets and ammunition for longer engagements. The militiamen elected their own officers, trained several days each year, and stood ready for general mobilization in case of Indian attacks. Despite the relaxed training and preparation practices of the militia, it proved to be an efficient fighting force. During the Revolution, the Continental Army was still far from being a homogeneous armed unit. Discipline remained lax and slow reenlistment rates kept manpower low (a recurring problem). The creation of a Board of War and Ordnance in 1776, changed to a Secretary of War in 1781, helped solve many problems relating to army affairs. Further measures toward better organization were adopted in 1789 when the Constitution gave the Federal Government the power to provide for an army and a navy and made the President the Commander in Chief of the Armed Forces. More

*** (V-9136) pp 4-5
** (V-9137) pp 6-8

** (V-9144) pp 3-4

steps toward centralization occurred after the establishment of a War Department with a Secretary, and in 1798 a Department of the Navy was created as well.

c. The American Armed Forces have traditicnally had a recruiting problem, often creating one of the weakest links in our chain of defense. In July 1775, George Washington assumed command of a patriot force of 17,000 men. Roughly one-third of the total force was organized into quickly mobili ed and deployed, "minutemen" companies of the Massachusetts militia. These forces, along with reserves, had met the British at Lexington and Concord before the New England colonies banded together to form an army. Unfortunately, with colonial governors withdrawing whole units, desertion, disease, and short-term enlistment, legislative actions were needed to maintain a stable troop strength. Congress authorized 110 battalions or about 76,000 groops. As an inducement, each new enlisted private and non-commissioned officer was promised $20, a new suit of clothes, and 100 acres of land. Even with a longer enlistment period, George Washington never had more than 17,000 men. During the War of 1812, active military forces were raised to 44,500. A $16 bounty, in addition to three months' pay and 160 acres of land upon satisfactory completion of service, were offered to encourage enlistment in the Regular Army. At one time approximately 528,000 troops were under arms. Although prior to the outbreak of the Mexican War U.S. troop strength was typically low (just over 5,000 men), a better system of general recruiting had been inaugurated since 1822, and the U.S. Military Academny, created in 1802, had produced 500 active duty officers. Volunteers could enlist for 5 years or the duration of the war. Nevertheless, American forces were often outnumbered and Mexico City was captured with a force of only 6,000 men. Troop strength at the outset of the Civil War was a little over 16,000. Nearly 100,000 volunteer militiamen were raised, but short-term enlistments continued to handicap troop operations. Early in 1863, after the initial fervor had subsided, Congress passed the Enrollment Act, the first national conscription legislation in the history of the nation. With certain exceptions, it stipulated that all men between the ages of 20 and 45 were liable for military service. Volunteers were enrolled for 2

*** (V-9136)
pp 4-15
*** (V-9137)
pp 4-12, 17-20

years while those drafted served for 3 years or the duration of the war, but unfortunately a draftee could hire a substitute for $300. In spite of draft riots, nearly 3,000,000 men were enlisted during the course of the war by the North. The Navy also required personnel additions and was eventually raised to 58,000 men. The Confederate forces faced similar problems.

d. After the American Revolution, United States Armed Forces saw action early in the nineteen century. British confiscation of American cargoes and impressment of American seamen eventually led President James Madison to recommend war in 1812. Facing the strongest naval power in the world, our Navy was badly outnumbered with only 20 ships and 165 gunboats. Admiral Perry's remarkable victory on Lake Erie and Andrew Jackson's successful defense of New Orleans contributed to the final outcome of the war, allowing the United States to conclude a relatively mild treaty of peace after a conflict the nation had not been prepared for. Later in the century, when Stephen F. Austin began a colonization drive into Mexican territory in Texas, the Mexican Government became concerned about the large number of Anglo-Americans (approximately 30,000) living in the region. Attempts to disarm the Texans eventually led to open rebellion and the Republic of Texas won its independence in 1836, but 9 years later was admitted to the Union as the 28th State. Friction over territorial boundaries erupted into warfare when Gen. Santa Anna sent the Mexican Army against Gen Zachary Taylor's forces gathered across the Rio Grande. The successful prosecution of this conflict did not result from military legislative policy or technological superiority, but largely from the daring and capable leadership of the American expedition.

** (V-9136)
pp 11-15
*** (V-9137)
pp 12-20
* (V-9138)
pp 7-9

e. Through the early part of American history technological development was extremely slow and had very little effect on the outcome of any battles. The one exception to this was the Kentucky rifle. Alistair Smith in his great television documentary, "America" claims that the accuracy this rifle gave the colonist soldiers provided the Americans a tremendous advantage over the British troops. A skilled marksman could hit his target at yet unheard of ranges. A sniper could pick off a single man at 300 yards. This was 3 times the effective range of the musket. As pointed

out in the text, the rifle was used only by selected troops due to the way major battles were fought in the Revolutionary War. However, the colonists did depend a great deal on what has become known as "guerilla" warfare. From behind bushes or other places the Kentucky Rifle gave the colonists the advantage over the Redcoats. The first real indication that the industrial revolution had affected military technology came with the Civil War. Before then, muzzle-loading muskets and cannons, both slow firing, inaccurate, and short-ranged, greatly restricted the destructive power of opposing armies. The Civil War, often called the first modern war, showed the wide influence of machines and their products. The extensive use of railroads, the telegraph, the development of iron-clad battleships, metallic cartridges, the Gatling machinegun, improved revolvers and hand grenades, land mines, even the use of balloons for observation added to the increase in firepower and devastation. The outcome of the war, the preservation of the Union and the defeat of the South can probably be attributed to the blockade of the Confederate states and the economic advantages of the North. The Confederate Navy began with almost no warships, guns, ammunition, or material, but it did have experienced naval officers. All in all, the U. S. Navy captured or destroyed some 1,500 vessels.

NOTE: Few of the reference books in your AFJROTC Library contain information about Phase I. Your school library and history teachers should be able to give you some excellent references to use with this phase of instruction. A few references are listed under "Further Reading."

6. SUGGESTIONS FOR TEACHING:

a. Suggested time

Number of Academic Periods per Week	Recommended Number of Periods for Each Phase					
	1	2	3	4	5	6
2		✓				
3		✓				
4				✓		

b. Lessons in history lend themselves readily to classroom lectures. A chronological delivery of events is easily followed and understood, but you should not lose sight of the overall picture. Lecture to prove a point; use the events in history to indicate their causal relationship to the final outcome. Do not simply retell the facts. Try to know your subject well enough that you do not have to rely heavily on your notes. Become enthused with the material you are trying to get across to your students; knowledge can be contagious. Write key names and dates on the board as you lecture. Always supplement your lecture with information gathered outside the textbook. Anecdotes and documentary quotations captivate student attention and place history on a personal level. To enhance your class's understanding, keep an eye out for contemporary historical analogies to the material you are discussing. Finally, do not be afraid of interruptions for questions. In fact, encourage your students to add their own observations and comments to your lectures.

c. A class of topflight students is often well enough informed to participate in a class discussion. This may be started by having four students discuss the causes, effects, and events of the conflicts studied in Chapter 1. Or the discussion may be approached topically with students leading debates on advances in military technology, recruiting, and enlistment problems, relationships between foreign and military policy, or other matters handled in Chapter 1.

d. The United States is filled with Federal, state, and local museums, all replete with military history displays. Take advantage of these facilities, but remember to plan your tour carefully.

e. Very few of your AFJROTC references deal extensively with the subject matter in Chapter 1. The bibliography at the end of the chapter should provide several excellent sources of information. Certainly your school library will contain many more books on early American history.

f. There are bound to be some gun buffs in your class; turn them loose researching the evolution of the rifle. The National Rifle Association has some outstanding material for this.

g. There are three main points in this phase that are carried through the book. The evolution of policy, forces, and technology. Show how what happened during and before this phase affected modern day policy, forces, and technology.

h. Student assignment: Read pages 1-34.

i. Do not neglect essay questions when evaluating students on Phase I.

7. INSTRUCTIONAL AIDS:

Air Force films.
AFIF 14. My Country Tis of Thee. 21 Min. Color. 1951.
AFIF 45. Decision at Williamsburg. 20 Min. Color. 1954.
AFIF 83. The Battle of Gettysburg. 30 min. Color. 1957.
AFIF 99. Old Glory. 28 min. Color. 1960.
AFIF 101. Williamsburg--The Story of a Patriot. 36 min. Color. 1960.
AFIF 112. Keeping Informed. 19 min. B&W. 1962.
AFIF 136. One Force. 20 min. B&W. 1964.
AFIF 143. A Free People. 20 min. Color. 1965.
AFIF 144. Our Heritage. 28 min. Color. 1965.
AFIF 552. Matthew Brady. 13 min. B&W. 1957.
SFP 1643. A Nation Sets Its Course. 33 min. Color. 1965.
SFP 1646. To Freedom. 30 min. B&W. 1965.

8. PROJECTS:

See page 34 of textbook.

9. FURTHER READING:

Dufour, Charles L. The Mexican War, a Compact History. New York: Hawthorn Books, 1968.
French, Marion O. America and War. Harrisburg: Military Service, 1947.
Fuller, Maj. Gen. J. F. C. Armament and History. New York: Charles Scribner's Sons, 1945.
Green, Constance M. Eli Whitney and the Birth of American Technology. Boston: Little, Brown, 1956.
Kantor, Mackinlay. Lee and Grant at Appomattox. New York: Random House, 1950.
Leckie, Robert. The Wars of America. New York: Harper & Row, 1968.
Matloff, Maurice, ED. American Military History. (Army Historical Series). Washington, D. C.: Government Printing Office, 1969. Chapters 2-12.

North, Sterling. George Washington, Frontier Colonel. New York: Random House, 1957.
Turner, Gordon B. A History of Military Affairs Since the Eighteenth Century. Revised Edition. New York: MacMillan, 1952.
Warren, Robert Penn. Remember the Alamo! New York: Random House, 1958.

IDEAS FOR IMPROVEMENT OF THE TEXTBOOK
AND/OR INSTRUCTOR'S GUIDE AND TEACHING
TECHNIQUES MOST EFFECTIVE FOR THIS PHASE.
TO BE COMPILED AT END OF TEXT AND SENT TO JRC.

PHASE II - FROM 1865 THROUGH WORLD WAR II

Phase II of this unit continues the historical discussion of the evolution of American military policy, military forces, and military technology by taking the student from the Civil War through World War II. It explains the persistence of isolationism in American foreign policy until the dramatic technological and international changes of World War II made isolation impossible. Another important factor, emphasized throughout the phase, is the gradual improvement in United States forces despite the difficulties caused by repeated demobilization following each major conflict through World War II. Finally the unit traces the successive changes in technology that have affected military strategy and policy since 1865.

1. PHASE II OBJECTIVES: At the completion of this phase of instruction each student should--

   a. Understand changes in American defense policy since 1865 and the reasons for these changes.

   b. Know some of the innovations and improvements in military organization, training, and technology and some of the results of these developments.

   c. Understand why American foreign policy has evolved from isolationism to an active role in world affairs and understand what effect this has had on the United States Armed Forces.

   d. Be familiar with the history of American involvement in war in the late nineteenth and twentieth centuries.

2. BEHAVIORAL OBJECTIVES: At the completion of this phase of instruction each student should be able to--

   a. Explain the reason for and the nature of American defense policy changes since 1865.

   b. Describe the improvements in military organization and training which have gradually improved and strengthened United States military forces since the Civil War.

   c. Explain why the United States had to abandon a policy of isolationism for an active role in international relations.

   d. Outline American military conflicts since the Civil War, specifying the causes, the effects, and advancements in weaponry of each.

   e. List technological advances made during the period and explain how they affected U. S. military policy and tactics.

3. SUGGESTED OUTLINE:

a. Post Civil War military forces and conflicts
   (1) The Spanish-American War, 1898
      (a) Military policy developments.
      (b) Changes in military strength and organization resulting from war
      (c) Technological developments
   (2) World War I
      (a) Military policy
      (b) Military forces
      (c) Technological break-through in military weaponry
b. Post World War I military forces and conflicts
   (1) Military policy and forces between world wars
   (2) Technology between the wars
c. World War II, 1939-1945
   (1) The organization and strength of U. S. military forces
   (2) Military technology
d. Post World War II developments, 1945-1950.
   (1) International complications
   (2) Military forces

4. ORIENTATION:

Phase II of the unit traces the growth of the American Armed Forces since the Civil War. It indicates the remarkable development in the military might of the United States after 1865 and discusses some of the technological factors that introduced the modern era of warfare. An important point to consider is the significant changes brought about in world affairs by World War II. The new fact of international relations, plagued by the threat of Communism, meant that the traditional isolationism of America was no longer feasible.

5. SUGGESTED KEY POINTS:

a. American defense policy has evolved to meet changes in military technology and international contingencies, but often improvements came about slowly. Repeated postwar demobilization up through World War II was one of our nation's most serious defense handicaps. During the nineteenth century, American military prowess, plainly evident as a result of the Civil War, lost its effectiveness when traditional post-war demobilization greatly depleted troop strength. Navy cutbacks were also extensive; in the 1870s the United States Navy ranked 12th in seapower, behind even China and Denmark. Demobilization after the Spanish-American War was not quite as extensive; in fact, in 1901 the maximum size of the Regular Army was set at 100,000 officers and men. America had realized that she had become a world power. Nevertheless, maximum troop strength was never reached prior to World War I. Unfortunately, the United States drifted into a new position of isolation after World War I and the country extensively disbanded its military forces. Again, weakened American military might was useless as a deterrent to aggression and the rise of the Nazis in Germany, the Fascists in Italy, and the Kodo-Ha in Japan proceeded unchallenged. Demobilization after World War II was once again typically extensive. Navy personnel strength dropped from a total of almost 3,500,000 in 1945 to about 375,000 and approximately 6,800 vessels were placed in the "mothball fleet." The Army Air Forces dwindled to 485,000 from a peak strength of 2,253,000 and effective combat units were reduced from 218 to 2. Post-World War II tensions forced the United States to regroup its defenses and reformulate its defense policy. Military Communism attempted to fill the power vacuums left in Europe and Asia after the defeat of the Axis forces. A dramatic example of Communist efforts to control new territory during the period occurred in Berlin in 1948. The free world, with the United States playing a leading role, countered an attempted blockade of the city with a massive airlift. World War II also revealed that firepower had increased more than ever. American military developments had to be designed to counter the highly successful German blitzkrieg forces that used Panzer divisions combined with tactical airpower. The great increase in

***(V-9164) pp 6-31
**(V-9022)
pp 287-294
311-326
*(V-9042) pp 3-13
44-56
*(V-9136) pp 13-15
**(V-9137)
pp 21-35
*(V-9143) pp 15-60
**(V-9125)
pp 396-398
415-426

**(V-9164) pp 61-99

destructive capabilities introduced by nuclear weaponry meant that defense facilities could no longer rely on a time margin to make up deficiencies and shortages. A policy of instant defense response no longer tolerated traditional peacetime relaxation of military strength. Another consequence of World War II was the development of highly specialized equipment for use in amphibious, desert, jungle, mountain, arctic, commando, paratroop, and other type of special operations.

b. Accompanying changes in American defense policy brought advances in many areas of military organization and technology. At the outbreak of the Spanish-American War, Regular Army troop strength was slightly over 28,000 and although National Guard units were considerably larger, they were nevertheless poorly trained, equipped and disciplined. Furthermore, these units continued to resist the control and standardization of the Regular Army. This problem was corrected in 1903 by the Militia Act, which brought the National Guard more in line with the Regular Army by prescribing regular drill sessions and setting up annual training periods. Subsequent changes gave the President the authority to prescribe the length of time the Guard might be called to Federal service and, with the advice and consent of the Senate, the authority to appoint all officers of the Guard during this time. Another significant organizational change replaced the position of Commanding General with a Chief of Staff, who was the adviser and agent of the Chief Executive through his Secretary of War. The Army Reorganization Act of 1920, generally considered one of the most constructive pieces of military legislation, divided the Army into three components: (1) the Regular Army; (2) the civilian National Guard; and (3) the civilian Organized Reserves, which was further divided into an Officers' Reserve Corps and an Enlisted Reserve Corps. The War Department furnished the Guard with equipment, with some financial support, and with Regular officers for instruction, drill and field training. Personnel recruitment, a traditional problem, was aided by legislation enacted in May 1917 which provided for three sources of military manpower: (1) the Regular Army; (2) the National Guard; and (3) a National Army raised by selective service, including all men between the ages of 21 and 30 (later changed to 18 and 45). Nearly 3,100,000 conscripts were chosen by lot, or nearly 70 percent of the total armed forces. Naval personnel were also

**(V-9136)
pp 154-163
*(V-9143)
pp 25-30

greatly increased from 65,000 to just under 500,000. The Selective Service Act of 1940 authorized a peacetime draft for the first time in history. The bulk of the Army was attained through this draft until 1972 when the All-Volunteer Force was begun. During World War II the Army more than doubled in size, increasing to well over 8,000,000 by 1945. Peak strength of the Navy reached 3,250,000 and the Army Air Forces numbered 2,500,000 personnel. In several noncombatant areas, threatened manpower shortages were eliminated by the use of volunteer women. The Women's Army Corps (WAC) and the Women Appointed in Voluntary Emergency Service (WAVES) became auxiliary units of the Army and Navy.

c. Military technological advances since the Civil War, particularly since 1939, have been spectacular. Even during the nineteenth century, advances in weaponry stimulated the rapid development of professional military education. By 1911 the United States Navy had acquired 28 submarines, and naval gunnery was vastly improved by the telescopic sight, range finders, and centralized fire control. Electronic communications were also a great aid to ship and troop movement. The Army enjoyed technological advances, paralleling those of the Navy, in small arms, artillery, and ammunition. New improved Springfield rifles, 45-caliber automatic pistols, machine guns, and hydropneumatic recoil artillery pieces were all introduced. The heavy volume of firepower resulting from these technological advances made frontal attacks prohibitive, and consequently, World War I became a long stalemate of trench warfare. Poison gas was first used by the Germans in a surprise attack at Ypres in 1915. In sea warfare, it was the German submarine, or U-boat, that became the greatest menace to the Allied navies. Fortunately, submarine defenses built around destroyers and small subchasers, the convoy system of moving supplies and troops, and the thorough mining of the North Sea area enabled the Allies to contain the threat. Still, U-boats sunk about 11,000,000 tons of shipping.

*(V-9022) pp 65-72
***(V-9137) pp 21-35
*(V-9143) pp 5-9

d. The development of air power made a modest beginning in 1907 with the establishment of the Aeronautical Division of the Army Signal Corps, consisting of one officer and one enlisted man. Army aviation was officially recognized in July 1914 when Congress created the Aviation Section of the Signal Corps with 60 officers and 260 enlisted men. Unfortunately America failed to fully exploit the great potential

of the airplane. Although the United States attempted to make practical use of the new weapon in the Mexican border expedition of 1916, all 8 craft were lost to mishap and mechanical failure. When the United States entered World War I the Navy possessed only 54 airplanes and 38 fliers, and the Army had just 55 airplanes and 78 fliers, but not one airplane was suitable for combat use. The Germans and the French in the meanwhile had over 2,000 airplanes in operation. The Army Reorganization Act of 1920 made the military air arm a combatant arm with the designation of Air Service. Then in 1926 it became the Air Corps and in 1941, the Army Air Forces. These organizational changes were accompanied by one of the most significant developments in military technology, the B-17 long-range bomber. Produced at first in limited numbers as a defensive weapon, the bomber soon proved its potential as a strategic weapon. The aircraft carrier, another between-the-wars development, also did much to advance military aviation capabilities. Peak airplane strength during the war actually reached well over 150,000 craft. Advances in firepower during World War II were considerable. The air forces showed great technological advances in rapid-fire guns, radar, rockets, napalm, high explosive superbombs and eventually the atom bomb. Other important developments included concentrated packaged rations and sonar. In recent years technology has kept pace with changes in defense needs.

** (V-9022)
pp 53-63, 134-135
** (V-9136)
pp 141-147
** (V-9137)
pp 29-31
* (V-9143)
pp 15-24
*** (V-9125)
pp 129-135
* (V-9164)
pp 195-250

e. One of the most important aspects of this chapter is the explanation of post-World War II international developments. Isolationism, a recurrent feature of American foreign policy, has often been militarily disadvantageous when aggression threatened other parts of the world. After World War II, when militant communism threatened to engulf the power vacuums left in Axis held territories of Europe and Asia, the United States had to organize the free world into collective security. American intervention into world affairs meant that United States military capabilities had to have a mobile and flexible response to aggression anywhere. Rapid deployment of defense forces, a necessity in the missile and jet age, and the great destructive capabilities of modern firepower no longer would allow the isolated security America had enjoyed during an earlier era.

*** (V-9125)
pp 391-426
*** (V-9042)
pp 3-13

f. America has been involved in two World Wars and several minor conflicts since the Civil War. The unexplained sinking of the United States battleship Maine, in Havana Harbor on 15 February 1898, led Americans, already sympathetic with the Cuban insurrection against Spain, to demand war. American victories gave the United States possession of the territory of Puerto Rico and temporary custody over Cuba and the Philippine Islands. The spark that ignited World War I (1914-1918) was the assassination of Archduke Francis Ferdinand of Austria by Serbian patriots, but rivalry generated by colonial disputes and secret alliances as well as resentments over past wars set the stage for the conflagration. Although the United States tried to remain neutral, German unrestricted submarine activity, especially the sinking of the British liner Lusitania, eventually drew America to the side of the Allies. (Note: The sinking of the Lusitania has some mysterious aspects that came to light in 1973). Drifting into a new position of isolation after World War I, the United States extensively disbanded its military strength although during the 1930's the aggressive nature of Japan and Germany was becoming plainly evident. While France, Great Britian, Soviet Russia, and the United States failed to take decisive collective security measures, Hitler initiated his plans for European conquest by invading Poland in September 1939. After World War II, cold war tensions destroyed much of the hope that the United Nations would play a leading role in a new era of peace. Communist subversion in Turkey and Greece was thwarted by American aid, implemented through the Truman Doctrine, while the rest of free Europe was bolstered economically through the European recover program, or Marshall Plan. In 1948 a Communist effort to isolate Berlin by sealing off the borders of east Germany to western traffic was broken by a massive airlift that brought food and clothing over the blockade.

Note: Like Phase I, Phase II has few references in your AFJROTC Library. Two books V-9164 and V-9125 give outstanding background information for World War II. A few more references are listed under "Further Reading."

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6. SUGGESTIONS FOR TEACHING:

a. Suggested time

Number of Academic Periods per Week	Recommended Number of Periods for Each Phase					
	1	2	3	4	5	6
2			✓			
3					✓	
4						✓

b. As with the first phase, Phase II lends itself to a classroom lecture. If you choose a chronological approach, be sure to emphasize those points that have contributed to the formation of the present day American fighting forces. The concluding portion of your lesson can serve as an introduction to Chapter 3 of the text.

c. As with the first phase, the instructor may prefer to use a class discussion of the major issues of the chapter. Avoid windy tangents on the more dramatic events in military history of the twentieth century, but to spark student interest do not ignore some of the more exciting aspects of the two world wars. Plan your discussion so that you allow enough time to cover the major points. More than likely your World War II stories have already been told, try not to repeat them here.

d. As was emphasized after Phase I, there are many facilities, military and civilian, throughout the United States that are useful to illustrate military history. With Phase II the instructor may even locate professional military figures who can present interesting and informative personal accounts of military conflicts. Again, do not use these possibilities haphazardly, but have adequate preparation for either a guest lecturer or a tour.

e. As with Phase I, very few of your AFJROTC references deal extensively with the subject matter covered in the text. The bibliography at the end of Chapter II should provide several excellent sources of information that are available in your school library. How about asking one of your history teachers to give some background on our entry into World War I and World War II?

f. Student assignment: Read pages 35-73.

g. As with Phase I, essay questions are useful to evaluate a student's knowledge of historical data.

7. INSTRUCTIONAL AIDS: Air Force films are almost too abundant for World War II coverage. Be careful not to become known as "Movie Time" in this block of instruction.

AFIF 132. The MacArthur Story. 20 Min. B&W. 1964
AFIF 136. One Force. 20 Min. B&W. 1964.
AFIF 175. Which Way America. 32 Min. Color. 1969
AFMR 648. World War II--20 Years Later. 2[illegible] Min. B&W. 1965
AFSM 555. Theodore Roosevelt. 20 Min. B&W. 1958
AFSM 579. John J. Pershing. 20 Min. B&W. 1960
AFSM 587. Chester W. Nimitz. 21 Min. B&W. 1960
SFP 114. Memphis Belle. 42 Min. Color. 1946.
SFP 189. Target for Today. 59 Min. B&W. 1945.
SFP 263-01 through 263-26. The Air Force Story.

These are very good films when used selectively. Do not attempt to use the entire series.

SFP 274. Air Power American. 14 Min. Color. 1952
SFP 305. Alliance For Peace. 40 Min. B&W. 1953.
SFP 501 through 521. Air Power Series.

These are very good films when used selectively. Do not attempt to use the entire series.

SFP 1060. Things to be Remembered. 22 Min. Color. 1961.

8. PROJECTS:

See page 73 of the text.

9. FURTHER READING:

As with Phase I, you will have to consult books not in your library when preparing your lectures. References suggested for Phase I should also prove useful here. In addition, your textbook lists several excellent sources of information. The following three books, although limited to flying, are very good references:

Carastro, L. R. Of Those Who Fly. Maxwell AFB, Alabama: Air Force Officer Training Corps, 1972.
Loomis, Robert D. Great American Fighter Pilots of World War II. New York: Random House, 1961.
Toland, John. The Flying Tigers. New York: Random House, 1963.

IDEAS FOR IMPROVEMENT OF THE TEXTBOOK
AND/OR INSTRUCTOR'S GUIDE AND TEACHING
TECHNIQUES MOST EFFECTIVE FOR THIS PHASE.
TO BE COMPILED AT END OF TEXT AND SENT TO JRC.

PHASE III - THE DEPARTMENT OF DEFENSE

We have brought the history of American fighting forces up through World War II. At this point in history the National Security Act of 1947 was passed which created what is now known as the Department of Defense. Phase III examines the bases, structure, and organization of the U. S. defense establishment. It presents the provisions for national defense contained in the United States Constitution and identifies the defense responsibilities of the President and the Congress. The phase also describes the advisory agencies that aid the President in formulating United States defense policy and presents a brief history of the Department of Defense, including the various reorganizations it has undergone.

Phase III also studies the national defense responsibilities of the Secretary of Defense as well as the role of the Joint Chiefs of Staff. Finally this phase indicates the important differences between the chain of command used for operational forces and that used for support forces.

1. PHASE III OBJECTIVES: At the completion of this phase of instruction each student should--

   a. Understand how the Constitution provides for national defense through the President and Congress.

   b. Understand the Presidential responsibilities for national defense and be familiar with the various agencies of the Executive Branch that assist the President in formulating defense policy.

   c. Be familiar with the history of the Department of Defense and understand the significance of the various reorganizations of the department.

   d. Be familiar with the basic structure and functions of the Department of Defense.

   e. Understand the responsibility and authority of the Secretary of Defense and those who assist him.

   f. Understand the role of the Joint Chiefs of Staff and the differences between the chain of command used for operational forces and that used for support forces.

2. BEHAVIORAL OBJECTIVES: At the completion of this phase of instruction each student should be able to--

   a. Discuss those aspects of the Constitution that provide for national defense and the responsibilities of the President and Congress in carrying out these provisions.

b. Give a brief outline of the responsibilities and organization of the various executive agencies which aid the President in formulating national defense policy.

c. Briefly describe the development of the Department of Defense and discuss the reasons for its reorganization.

d. Outline the basic organizational structure of the Department of Defense.

e. Explain the responsibilities of the Secretary of Defense and of those who directly assist him.

f. Define the role of the Joint Chiefs of Staff and explain its internal organization.

g. Explain the difference between the operational combatant command structure and the support command structure.

h. Define unified and specified commands.

3. SUGGESTED OUTLINE:

a. Legal bases for national defense

(1) Constitutional provisions for national defense
(a) Presidential power and authority
(b) Congressional power and authority

(2) The executive branch in defense policy
(a) The Cabinet
(b) The Executive Office

b. Development of the Defense Department
(1) Creation of the Defense Department
(a) The National Security Act of 1947
(b) The establishment of the Defense Department
(2) Defense Reorganization after 1953
(a) Reorganization Plan No. 6, 1953
(b) The Reorganization Act of 1958

c. Secretary of Defense
(1) Armed Forces Policy Council
(2) Office of the Secretary of Defense

d. Joint Chiefs of Staff Organization
(1) Joint Chiefs of Staff
(2) Joint Staff

e. Operational command structure
(1) Unified and Specified Commands
(2) Support command structure

f. Functions of the military departments

g. Civil Defense Functions

4. ORIENTATION:

Phase III studies the contemporary Defense Establishment by first examining some of the legal bases found in the Constitution for national defense. It then examines the present structure of the Department of Defense and the role it plays in the national defense structure. Beginning at the top this phase discusses the responsibilities of the President and the Congress. One section is devoted to the advisory responsibilities of various agencies within the Executive Branch. Continuing down the chain of command, this phase presents a brief history of the Department of Defense and its responsibilities in the defense structure. The reorganizations which the Department of Defense has undergone sets the scene for a discussion of the Department's present structure. It illustrates how the legal authority for national security extends through the executive and legislative branches to the Armed Forces. As this chain of command must respond immediately in time of national crisis, there is a more direct line of communications between the Chief Executive, the Secretary of Defense and Joint Chiefs of Staff, and the unified and specified commands in situations requiring operational rather than support forces. This phase concludes with a short discussion of the functions, including civil defense, of the military departments.

5. SUGGESTED KEY POINTS:

* (V-9144) pp 235-236

a. The Constitution clearly lays provisions for national defense although these provisions are open to liberal interpretation as to exactly how the guidelines should be implemented. One of the most important provisions is the guarantee of civilian control of the military, naming the President the military Commander in Chief.

b. The President, although he is Commander in Chief, does not have the power to declare war but can order the defense of the nation in the case of a surprise attack. Only Congress can issue a declaration of war. A two-year limit on Army appropriations is an additional assurance that the Congress keeps a tight rein on the military machinery of the nation. Because of the great complexity of national defense problems, the President must rely on many executive agencies for advice. Along with Cabinet positions, the Executive Office of the President, made up of the White House Office, Office of Management and

Budget, the National Security Council, the Central Intelligence Agency, the National Aeronautics and Space Council, the Office of Emergency Planning, the Office of Science and Technology, and others, provides the President with a broad staff of specialists.

c. The origins of the present day Department of Defense lie in the National Security Act of 1947, which eliminated the old concept of strictly divided control over the U. S. Army and the U. S. Navy below the level of Commander in Chief. This law provided a considerably broadened concept of defense organization and emphasized the interdependent relationship between military and civilian elements in the Government. The National Security Council, the Central Intelligence Agency, and the National Security Resources Board were established to assist the National Military Establishment headed by a Secretary of Defense. The law also created the Joint Chiefs of Staff. In 1949, the National Security Act provided for an Under Secretary of Defense (later renamed Deputy Secretary of Defense), made the National Military Establishment a cabinet-level department with the name of Department of Defense, and increased the powers of the Secretary of Defense. The final step in the formation of the current defense establishment was the Reorganization Act of 1958 which established a firm command line from the Secretary of Defense to the unified and specified commands. This removed the service secretaries and the military chiefs of the Services from the command channel and thus gave the President a rapidly deployed line of command to the combat commanders.

*(V-9042) pp 26-31
***(V-9144)
pp 3-49, 62-67,
317-333

d. The Department of Defense has to diversify and specialize to meet the various defense requirements of an age when nuclear holocaust and guerilla insurgency are both a threat. The Department is headed by a Secretary of Defense, a Cabinet officer who is primarily responsible for: (1) strategic and tactical planning, (2) operational command, (3) supplies and services among the military departments.

**(V-9144)
pp 78-95,
98-126, 211-221

e. Acting by authority of the Secretary of Defense, it is the Joint Chiefs of Staff that serve as the operational link between the President and the unified and specified combat commands. Although prohibited by law from becoming an overall Armed Forces general staff, the Joint Chiefs is the principal military advisory body to the Chief Executive and his

Secretary of Defense. In accordance with the law, the Staff acts as a separate organization representing the three military departments. The group consists of a Chairman, appointed by the President with the advice and consent of the Senate from one of the three Services; The Chief of Staff of the Army, The Chief of Naval Operations; and The Chief of Staff of the Air Force. The Commandant of the Marine Corps acts as a coequal member of the Joint Chiefs of Staff when matters pertaining to the Marine Corps are under consideration.

**(V-9136)
pp 120-125
**(V-9144)
pp 226-231

f. Because high-level decisions concerning the security of the country must be put in operation as rapidly as possible, the Reorganization Act of 1958 made the unified commands truly unified by placing all service elements in them under a single commander. Orders going to operational commanders directly from the President through the Secretary of Defense and the Joint Chiefs of Staff avoid delays that could occur if they were relayed through the three Service Secretaries, the Chief of Staff for each of the military departments, and finally, to the unified and specified commanders. Unified commands (Alaskan Command, Atlantic Command, Continental Air Defense Command, European Command, Pacific Command, Southern Command, and Readiness Command) are composed of components of two or more services under a single commander. A specified command (presently only the Strategic Air Command is a specified command) is established and designated by the President and is normally composed of forces from only one service to handle a broad and continuing mission.

**(V-9136)
pp 125-140
**(V-9137) p 77

g. In its over twenty-five years of existence, the functions of the Department of Defense and its military departments have been understood only by a few. There have been many arguments by the public over whether these agencies have carried out their responsibilities. For all its critics the one standard that the military should be judged by is whether it gets results. The presence of SAC's bombers and missiles have been major factors in preventing World War III. The aid programs, which have received much of the criticism have won many little victories through civic action projects. In the series of confrontations with aggression in Berlin, Korea, Cuba, and Vietnam the Department has shown fantastic persistence,

***(V-9144)
pp 143-162

patience, and success. These confrontations have not been allowed to escalate into global war. A good summation of the new Department of Defense is given on page 162 of V-9144:

"Rarely over the years, has the Defense Department been given much credit for its success in performing these missions, i.e., in preventing nuclear war, halting the escalation in intensity of limited-size conflicts, containing the spread of Communism generally, and doing its assigned work with the least possible imposition on the rest of the nation under the circumstances. But this absence of cheers can be taken to mean that no longer does the Defense Department march to a brass band. To the extent that the muting of martial music indicates that the LOD is doing what it is supposed to do in a somber world--serve as a viable, effective instrument to carry out foreign policy--it can claim that the nation's military forces have seldom been used more successfully than they are today."

6. SUGGESTIONS FOR TEACHING:

a. Suggested time

Number of Academic Periods per Week	Recommended Number of Periods for Each Phase						
	1	2	3	4	5	6	
2			✓				
3				✓			
4						✓	

b. Phase III departs from a strictly chronological account of American military history and deals with the structure of the Defense Department. Lectures can still be used to present the material but a few guidelines might be useful. (1) Avoid cluttering your lecture with too much ordinary information about Government agencies and their function. Much of this is adequately discussed in the textbook. (2) When you do discuss Government organizations and their structure make ample use of charts and diagrams,

otherwise students will become confused by the maze of names and functions. (3) There are several abstract ideas in Phase III that deserve special emphasis in your lecture and additional discussion from your students. Emphasize the importance of a constitutional basis for the military establishment and insure that your class understands the significance of the constitutional provisions for civilian control of the military. Secondly, emphasize the major need for a department of defense and the need to make this organization extremely responsive to the immediate requirements of the Chief Executive.

c. As was indicated above, Phase III has excellent material for a classroom discussion. Not only does this enhance the students comprehension of the important ideas lying behind the factual material, but it also eliminates tedious descriptions of Government agencies. Furthermore, present day interest in the military establishment and its position in American society will stimulate dialogue and debate, and with proper teacher guidance, will produce a productive classroom session. Remember, as a teacher your responsibility in classroom discussions is not to monopolize the time or steal the show, but instead to supplement and expand and to pump in facts where students tend to generalize. Be prepared for some tough discussion on the handling of the Southeast Asian experience. The next phase covers this area but this is an appropriate place for discussion of civilian control of military operations.

d. The reference library provides you with a few books to draw from in order to support this phase.

e. Student assignment: Read pages 75-101.

f. When evaluating students on Phase III, avoid questions that require rote memorization of Government agencies and their functions, but instead encourage your students to have an understanding of the principles lying behind the American defense system.

7. INSTRUCTIONAL AIDS:

Air Force Films.

AFIF 79. Your Congressman at Work. 30 min. Color. 1957.
AFIF 109. Architects of Peace. 22 min. B&W. 1961.
AFIF 157. The Congress. 31 min. B&W. 1967.
AFIF 163. The Presidency. 28 min. B&W. 1967.
AFIF 168. We the People--The Story of our Federal Government. 28 min. B&W. 1967.
OSD 1-63. The Pentagon Report. 32 min. Color. 1963.
SFP 1137. The Eagle's Talon. 26 min. Color. 1961.
WA-9. The Mission of the Joint Chiefs. 25 min. B&W. 1959.

8. PROJECTS:

See page 102 of the text.

9. FURTHER READING:

Ferguson, John H. and Dean E. McHenry. The American System of Government. New York: McGraw-Hill Book Co., 1965.
Powers, Lt Col Patrick W. A Guide to National Defense. The Organization and Operations of the U. S. Military Establishment. New York: Federick A. Praeger, 1964.
United States Government Organizational Manual. Washington, D. C.: U. S. Government Printing Office. (This manual is revised periodically.)

IDEAS FOR IMPROVEMENT OF THE TEXTBOOK
AND/OR INSTRUCTOR'S GUIDE AND TEACHING
TECHNIQUES MOST EFFECTIVE FOR THIS PHASE.
TO BE COMPILED AT END OF TEXT AND SENT TO JRC.

PHASE IV - THE KOREAN AND VIETNAM WARS

Phase IV of this unit presents a synopsis of the U. S. involvement in the Korean and Vietnam Wars. The attempt is made to give an unbiased explanation of the events leading up to each of the involvements. This Phase begins with a short background of how the threat of Communism disturbed America and its allies after World War II. It proceeds to the invasion of South Korea by North Korea and the subsequent involvement of United Nations forces under the leadership of General Douglas MacArthur. Carrying out the theme set in the first two phases, a discussion of forces, technology, and policy is covered during the war and afterward. The gradual process of involvement in Southeast Asia by America is explained. The technological innovations of this war are looked at closely and this phase of instruction ends on a positive note showing how a technique of war has application in peacetime.

1. PHASE IV OBJECTIVES: At the completion of this phase of instruction each student should--

   a. Be familiar with the events leading up to the Korean and Vietnam Wars.

   b. Know some of the innovations and improvements in military technology during this period and the results of these developments.

   c. Understand the difference in U. S. force level policy following the Korean War.

2. BEHAVIORAL OBJECTIVES: At the completion of this phase of instruction each student should be able to--

   a. Describe the events leading up to US/UN involvement in the Korean War.

   b. Explain why U. S. airpower was not used to its full effectiveness in Korea and Vietnam.

   c. Describe the basic change in U. S. military policy to a position of deterrence and flexibility that has evolved since the Korean War.

   d. Explain why troop level strength policy changed after 1953.

e. Outline the causes of U. S. participation in the Vietnam War.

f. Compare the nature of the Vietnam War with previous wars.

g. Identify innovations and technological developments derived during the Vietnam War.

h. Describe how techniques developed for war can aid endeavors in peace.

3. SUGGESTED OUTLINE:

a. The Korean War
   (1) Events leading to US/UN involvement
   (2) Korean War military forces and technology
b. Military policy, technology, and forces between Korea and Vietnam
c. The war in Vietnam
   (1) Events leading to U. S. involvement in Vietnam
   (2) The new nature of war
   (3) Technological developments and resulting strategy changes
   (4) Wartime developments--peacetime blessings

4. ORIENTATION:

Phase IV of this unit traces U. S. involvement in two unpopular wars that have caused some drastic changes in policy, technology, and doctrine. Limited war was new to military thinking and the flexible response makes an interesting point for discussion. Another major point in this phase is that for the first time in history the U. S. did not completely demobilize after the Korean War. The technological developments in this period ran the gamut from retreading old aircraft into gunships, to the application of the very latest developments such as laser theory. This phase concludes with the interesting concept of applying wartime innovations in peacetime situations.

5. SUGGESTED KEY POINTS:

a. Following the end of World War II the U. S. Armed Forces set out in the most massive and quickest demobilization ever seen. The Army and Air Force mustered out people so fast that they disappeared before the material they were working with could be properly disposed. General Twining (V-9042, pp 11) described the military force as melting away, "as though it had never existed." Within days, the nation's great airpower was just a memory.

***(V-9042) pp 11-16
***(V-9022) pp 297-299

As pointed out in our AE-II book, Civil Aviation and Facilities, 1946 and 47, saw our whole aviation industry sink to its low ebb. During this drawdown of U. S. military forces the USSR did not do the same. They were building twelve aircraft for every one we built. The U. S. military sought a betterment of the defense posture but received little help from Congress or the people.

Mr. Louis A. Johnson, Secretary of Defense, felt that the military had plenty of punch and felt it could lean down more. As he set out to cut down more of the military, intelligence sources in the Far East were warning of imminent danger of North Koreans invading South Korea. Intelligence reported that South Korea would fall.

b. Sunday, June 25, 1950, the army of Communist North Korea launched a full-scale attack against the Republic of Korea. All American dependents were evacuated, some under fire. President Truman, never one to avoid a tough decision, ordered General Douglas MacArthur to use all his forces to support South Korea. However, the President limited air and naval operations to below the 38th Parallel, the line between North and South Korea. General MacArthur gave verbal permission for attacks into North Korea and the first step in winning the counter-attack, achieving air superiority was on its way. The second phase, air interdiction, bombing behind the lines was set into motion.

*** (V-9022) pp 300-309

In the meantime the North Korean ground advance pushed forward in spite of a valiant effort by the outnumbered American and U. N. troops. They took a stand at the port city of Pusan and kept themselves from being swept into the sea. General MacArthur launched an amphibious landing at Inchon, Korea and drove across the Korean Penisula in hopes of cutting off the North Koreans in the South. The results were dramatic, and the North Koreans were driven all the way to the Chinese Border. The Chinese joined the battle and the possibility of a prolonged or even world war led the United Nations to take steps to achieve an armistice.

Nobody won or lost the Korean War in the literal sense of the terms. We did learn many things however, one of which was that strategic bombing can be decisive. The Air Force committed itself well and many felt that airpower was the most positive factor, but for the first time we saw the use of airpower limited for political reasons. The objective in this type war was not to win but to gain a truce. We were to see this happen again all too soon.

c. A very different and new military policy was the direct result of being caught with our defenses down for the sixth time in the history of our country. After Korea the American people finally realized, for at least a time, that our enemies were encouraged when we became weak. The 1950s and early 60s saw the development of many new weapons systems. The B-52 and KC-135 proved to be excellent strategic weapons systems. Missiles were developed and deployed. Along with the new weapons came the new military policy of deterrence and flexibility. The test of the policy came in 1962 with Cuba. Because the U. S. was strong and had the ability to move quickly, the Russians backed down after trying to put missiles into Cuba.

***(V-9022)
pp 311-326

d. When the United Kingdom was at the peak of their power, little countries used to "Nip at the Lion's Tail." These small countries were pretty sure that England would not unleash its full power. It appears that this nipping is the fate of all great powers. Being the strongest power in the anti-Communist world the U. S. fell heir to containing the growth of Communism. We did it in Europe and Korea. The next spot was a small Southeast Asian country called Vietnam. Once a French colony this country has been torn with war for over twenty years. In 1954 as a result of the Geneva Accords the country was divided in half. Instead of solving the strife it just drew the lines and fighting continued. The U. S. was drawn into the conflict gradually. As a matter of fact our strategy took the name "gradual escalation." It was believed we could apply increasing pressure in hopes of making the enemy capitulate with the minimum effort. The concept looked sound on paper and in computer problems but it violated many basic military principles such as mass and surprise.

Even in Korea, the newspapers were able to show front lines and arrows of military thrust. Vietnam was a different war. Heavy jungle canopy hiding mud trails, both enemy and ally looking the same, and no clearly defined lines made necessary a total reassessment of how to fight a war of this nature. Like Korea, airpower was limited. Local commanders were not allowed to pick the targets outside South Vietnam. This was done 8000 miles away in Washington. Another interesting reversal was that tactical fighters like the F-4 and F-105 were used for strategic bombing while the B-52 strategic bomber was used for tactical purposes. It was a very different war indeed.

e. Rising to meet the challenge of this "war unlike other wars" the military developed many innovations in tactics and technology. This was the war of the helicopter. The Army had found their new cavalry. Their steeds were called "Huey" but they loved them as much as the horse cavalrymen loved his horse. The airmobile concept and helicopters got a full chance in this war.

War is not a nice thing. To say good things about war usually results in pained expressions from your audience. Nevertheless everything that comes out of war is not bad. (MAST) (pp 118, text) is one example; another closely associated result of Vietnam was the paramedic. Young men after receiving excellent medical training were sent to Southeast Asia to not only perform medical first-aid on the wounded but to go into the villages and tend to the sick. These young men were not doctors but their performance in para-professional areas was so outstanding that their services are now being applied in the U. S. to alleviate the doctor shortage.

There are many examples of good ideas coming from this war. For example, laser technology has been advanced tremendously.

6. SUGGESTIONS FOR TEACHING:

a. Suggested time.

Number of Academic Periods per Week	Recommended Number of Periods for Each Phase					
	1	2	3	4	5	6
2	✓					
3		✓				
4			✓			

b. Phase IV is potentially one of the toughest in the whole curriculum. History has not had much of a chance to make decisions about Vietnam. Most of the students are old enough to remember the negativism which abounded during the height of the war. The teacher led discussion is probably the best method of getting the information across. However you must be prepared to face some very tough questions. Do not try to "blow smoke", mistakes were made, admit it and show how we can learn from them. With classroom discussion do not put yourself in a position of defending the policies and strategies of this period.

c. For those who like, a few war stories won't hurt this phase of instruction. Make sure, however, that the story has a purpose and makes a point enhancing the discussion. Personal experiences add greatly to discussions.

d. The reference library is extremely weak on Vietnam. Periodicals of the past few years are probably the best references for this phase.

e. Student assignment: Read pages 103-121.

f. An evaluation of the student's knowledge on this phase of instruction could be done through both short answer and essay tests. This might be the time to give an oral quiz or set up a debate with teams discussing "Vietnam--Again or not?; or "Is Limited War Worth It?" This is another phase that rote facts are not the primary objective; concepts and principles are more important.

7. INSTRUCTIONAL AIDS:

Air Force Films

AFIF 85. A Motion Picture History of the Korean War. 58 min. B&W. 1958.
AFIF 96. Korean Armistice. 27 min. B&W. 1961.
AFIF 106. Korea--Battleground for Liberty. 48 min. Color. 1961.
AFIF 153. The Unique War. 25 min. Color. 1966
AFIF 162. Thailand--Where Men are Free. 20 min. B&W. 1967
AFIF 172. Know your Enemy--the Viet Cong. 22 min. B&W. 1968.
AFIF 176. The Battle of Khe Sanh. 30 min. Color. 1969.
AFIF 180. Korea--Re-Visited. 20 min. Color. 1968

AFMR 624. War and Advice. 20 min. B&W. 1964.
AFMR 638. Montagnard. 10 min. B&W. 1965.
FR 661. MAC Combat Airlift--Operation Blue Light. 26 min. Color. 1969.
FR 724. USAF REPORT: Southeast Asia--Jungie Doctor. 14 min. Color. 1966.
FR 778. Tactical Airlift--Modes of Aerial Delivery. 20 min. Color. 1968.
FR 848. FAC--F100 Supports U. S. Army. 4 min. Color. 1967.
FR 849. Blind Bat. 4 min. Color. 1967.
FR 859. Combat and Support Activities, SEA--1 August 1967. 7 min. Color. 1967.
FR 1002. United States Air Force in Southeast Asia--1967. 28 min. Color. 1968.
FR 1006. Combat and Support Activities AEA--15 March--Pararescue Training in SEA. 5 min. Color. 1968.
FR 1009. _____. Khe-Sanh Victory for Air Power. 18 min Color. 1968.
FR 1010. _____. C-7 Operations in South Vietnam. 9 min Color. 1968.
FR 1039. _____. Soviet 122 mm Rocket. Color. 1968.
FR 1042. _____. 6 min. Color. 1968.
SFP 263-V2CH2. The Air Force Story--Vol. 2, Chapter 2--Meeting the Red Challenge. 14 min. B&W. 1959.
SFP 263-V2CH3_____. On to the Yalu, June, 1950.
SFP 263-V2CH4_____. Korea, the Final Phase. 14 min. B&W. 1960.
SFP 263-V2CH5. _____. Our Worldwide Air Force, 1953-59. 15 min. B&W. 1962.
SFP 263-25. _____. The New Air Force, 1945-1947. 14 min. B&W. 1959.
SFP 263-26._____. The Cold War, 1948-1950. 14 min. B&W. 1959.
SFP 264. Thunder from the Skies. 14 min. B&W. 1951.
SFP 552. Air Power--The Cold Decade--To the Yalu. 27 min. B&W. 1957.
SFP 523. _____. Korean Stalemate. 27 min. B&W. 1957.
SFP 1186. Cuban Crisis. 14 min. B&W. 1963.
SFP 15448. Medal of Honor--One for One. 5 min. B&W. 1967.
SFP 15440_____. Capt Hilliard A. Wilbanks. 10 min. Color. 1968.
SFP 1697. B-52. 38 min. Color. 1969.
SFP 1756. There is a Way. 58 min. Color. 1967.
SFP 1758. The Twenty-five Hour Day--A Story of Air Force F105s. 27 min. Color. 1967.
SFP 1767_____. 27 min. Color. 1967.

SFP 1872. Alone, Unarmed and Unafraid--Tactical Reconnaissance in Southeast Asia. 28 min. Color. 1968.
TF 5880. Forward Air Control Procedures for Special Air Warfare. 14 min. Color. 1968.
TF 6485. On Target--The Air Strike Team. 25 min. Color. 1971.

8. PROJECTS: See page 121 of the text.

9. FURTHER READING:

Broughton, Colonel Jack. Thud Ridge. Philadelpha: J. B. Lippincott Co., 1969.
Guevana, Che. Guerilla Warfare. New York: Frederick A. Praeger. 1962.

IDEAS FOR IMPROVEMENT OF THE TEXTBOOK
AND/OR INSTRUCTOR'S GUIDE AND TEACHING
TECHNIQUES MOST EFFECTIVE FOR THIS PHASE.
TO BE COMPILED AT END OF TEXT AND SENT TO JRC.

PHASE V - LAND AND SEA FORCES OF THE UNITED STATES

Phase V examines the missions and capabilities of the U. S. Army, Navy, and Marine forces. Included in the discussion of capabilities is a look at some of the advanced equipment being employed by each of the services. Army employment is discussed by looking at how it fits into the overall defense scheme and Army capability is described by looking at some of its weapons. The Navy part of this phase emphasizes developments in submarines, aircraft carrier, and amphibious warfare. Finally the structure of the Marine Corps is discussed.

1. PHASE V OBJECTIVES: At the completion of this phase of instruction each student should--

   a. Understand the primary functions and responsibilities of each of the Armed Forces.

   b. Be familiar with the basic organizational structure of each military service.

   c. Know some of the special, conventional, and nuclear warfare capabilities of the Army, the Navy, and the Marine Corps.

2. BEHAVIORAL OBJECTIVES: At the completion of this phase of instruction each student should be able to--

   a. List the tasks of U. S. military forces.
   b. Outline the Army missions in cold, limited, and general war.
   c. Name and describe three Army weapons, three Navy weapons, and two Marine weapons.
   d. Explain the relationship of the Marine Corps to the Navy.

3. SUGGESTED OUTLINE:

   a. Fundamental tasks of military forces.
   b. The United States Army.
      (1) Role in National Defense
      (2) Organization
      (3) Weapons
   c. The United States Navy
      (1) Mission
      (2) Organization
         (a) Nuclear equipment
         (b) Conventional equipment
      (3) Technology of the future

d. The United States Marine Corps
   (1) Relationship to Navy
   (2) Organization
      (a) Fleet Marine Forces
   (3) Advanced equipment

4. ORIENTATION:

Phase V concludes the study of the present Defense Establishment by taking a close look at the structure and organization of today's land and sea forces. Phase V is an excellent cpportunity not only to examine each of the fighting forces, but also to review the entire National Defense theme of Aerospace Education. By reviewing the Air Force role in the Defense Establishment with the study of this chapter a complete picture can be drawn. The functions and responsibilities of our Armed Forces have only developed gradually and the military history of the nation does much to explain the nature of our present Armed Forces.

5. SUGGESTED KEY POINTS:

a. The general objective of the Armed Forces is (1) to support and defend the Constitution of the United States against all enemies foreign and domestic; (2) to insure, by timely and effective military action, the security of the United States, its possessions and areas vital to its interests; (3) to uphold and advance the national policies and interests of the United States; and (4) to safeguard the internal security of the United States. The chief of Staff of the Army and of the Air Force, the Chief of Naval Operations, and the Commandant of the Marine Corps, the ranking members of each branch of the service (except for the Chairman of the Joint Chiefs), are responsible to the various service secretaries for the efficiency and effectiveness of military operations.

b. Each of the three military departments is headed by a secretary, a civilian appointee of the President. Policies coming from the Chief Executive are implemented by each secretary through the various commanding officers of each branch of the Armed Forces. These officers (the Chief of Staff of the Army and of the Air Force, the Chief of Naval Operations, and the Commandant of the Marine Corps) are appointed by the President with the advice and consent of the Senate. They are assisted by military staffs composed of deputies and assistants. The organizational structure of each service varies according to the nature of their different missions.

***(V-9136)
pp 30-47
***(V-9137)
pp 56-84
***(V-9138)
pp 75-107

c. Throughout the history of the Defense Establishment the ability to engage in battle with the enemy has probably only been matched by the ability of the separate services to engage in battle with themselves. The conflicts between the three major services--Army, Navy, and Air Force--have been over their roles and missions, over the dividing up of funds, and over manpower. This competition has not been all bad. It has kept each of the services from becoming complacent, encouraged inventiveness, and required each service to give a penetrating analysis to their own roles to insure their viability. All this creates strength and vitality for the overall mission of defense of the United States. Unfortunately, this rivalry also causes waste and duplication. The rivalry also hinders, to some extent, joint defenses. A good example of this rivalry is the mission of air power. This battle had raged since the discovery of the military role of the airplane and still is not fully resolved. The Army has always wanted its own Air Force, one it can control fully. The Navy, from the very first, has demanded a flying role while at the same time claiming that air power has limited effectiveness. Today all three services (also the Marines and Coast Guard) have their own air arm. The rivalry between the services rages. With the military budget coming under increasingly intense fire, a good discussion can be held over the place of air power and who should control it. This discussion can be expanded into, "Why not a complete merger of all the Services?" Canada has done it, can we follow? This discussion should include the functions, missions, and weapons of each of the services.

*** (V-9136)
pp 141-153
** (V-9137)
pp 115-134

d. The weaponry of war has reached a fantastic degree of sophistication. The text has traced the improvements in weaponry from the rifle through this phase which talks of fast firing rifles, anti-tank weapons, jet aircraft launched from floating carriers to missiles that can cover thousands of miles and hit a target with precise accuracy and more destruction than has been unleashed in all previous wars put together. Only a few of the weapons have been mentioned in the text, many more can be researched and discussed. Trips to local Army, Navy, and Marine units to view these weapons will bring this phase alive. Don't forget the local National Guard units, for they are now getting some of the very latest equipment.

** (V-9137)
pp 135-159
** (V-9138)
pp 146-169

e. The U. S. Coast Guard, a military service and a branch of the Armed Forces, is normally assigned to the Department of Transportation rather than to the Department of Defense. The Coast Guard is primarily charged with providing search and rescue services, developing and administering a merchant marine safety program, providing navigation aids and port security, enforcing laws on the high seas or waters under the jurisdiction of the United States, and maintaining a general readiness in the event of war or national emergency.

f. Throughout the National Defense theme of the Aerospace Education curriculum there has been very little mention of the role of the Reserve Forces. The National Guard and Reserves of all the services have a long history. A discussion of their place in national defense is certainly in order in this phase of instruction.

The Army National Guard is the oldest of the reserve forces. The idea behind a National Guard has not changed greatly since its beginning. It was and is a part-time organization of soldiers who could enter a conflict to supplement the regular army. Today the National Guard has expanded its role until the Army and Air Force Guard make up the bulk of the U. S. air defense posture. It also has a very definite role as a peacetime force to protect property and to preserve order for state authorities in case of disaster or insurrection.

6. SUGGESTIONS FOR TEACHING:

a. Suggested time

Number of Academic Periods per Week	Recommended Number of Periods for Each Phase					
	1	2	3	4	5	6
2	✓					
3		✓				
4			✓			

b. Lecturing on Phase V may be difficult, and other forms of instruction may be more profitable. Do not suffocate your students with a wealth of departments, divisions, units, commanders, and functions that no one can be expected to memorize. Discussing different aspects of each branch of the Armed Forces on a personal level--that is, describing what a student or young officer would see or do at different operational assignments--may help to enliven your discussion. Otherwise, students are likely to lose interest and retain little. Students will probably be interested in some of the differences in organization between the services. It is also likely that they will want to know more about the different warfare capabilities of each branch.

c. Students may have many questions. Their questions may be an opening for a wider discussion. Or, you may have several students present reports on different military units and their functions.

d. Phase V presents an opportunity for a review of all the material covered in the unit. Information discussed in Chapter V of the text can be related to the history of the military and to the Department of Defense in general.

e. The reference library provides you with several books to draw from in order to support this phase.

7. INSTRUCTIONAL AIDS:

a. Air Force 35mm slides

V0031. United States Army.
V0032. United States Navy.

b. Air Force Films.

FR 941. Exercise Pathfinder Express. 17 min. Color. 1968.
SFP 1471. Tactical Weather Support. 23 min. Color. 1966.
TF1-5452. Army Weather Support. 36 min. Color. 1963.
TF 6463. Cardinal Rules for Attack Helicopters. 42 min. Color. 1969.

TF 6554. The Army/Air Force Team in Action.
28 min. Color. 1970.
AFSM 590. NATO-Antisub. 16 min. B&W. 1960.
TF 5765. Nuclear Defense at Sea. 35 min. Color. 1961.
TF 5766. Seapower. 14 min. Color. 1959.

NOTE: If there is an Army, Navy, or Marine JROTC unit in your area, swap films with them.

8. PROJECTS: See page 149 ot the text.

   a. Swap a class with the Army or Navy JROTC instructor in your area. Have your cadets make up a panel to discuss the Air Force and travel to other JROTC units to make a presentation.

9. FURTHER READING:

The AFJROTC library and the Suggestions for Further Reading listed in your testbook should provide you with enough sources to prepare for these classes. Do not overlook periodicals and outside reference people as sources. Also, an excellent up-to-date resource for military organization is:

United States Government Organization Manual. Washington D. C. Superintendent of Documents, U. S. Government Printing Office (Updated periodically).

IDEAS FOR IMPROVEMENT OF THE TEXTBOOK
AND/OR INSTRUCTOR'S GUIDE AND TEACHING
TECHNIQUES MOST EFFECTIVE FOR THIS PHASE.
TO BE COMPILED AT END OF TEXT AND SENT TO JRC.

PLEASE COMPILE THE COMMENTS FOR EACH PHASE AND FORWARD TO AFROTC/JRC, MAXWELL AFB, ALABAMA 36112 . THESE WILL BE USED FOR FUTURE REVISIONS. (IF TIME IS CRITICAL, PLEASE REMOVE THE INDIVIDUAL PHASE COMMENT SHEETS AND FORWARD THOSE).